DOCUMENT RESUME

ED 474 565 JC 030 182

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TITLE	Interim University Center Student Survey, Fall 2002. Report.
INSTITUTION	College of the Canyons, Santa Clarita, CA. Office of Institutional Development.
REPORT NO	R-129
PUB DATE	2003-01-00
NOTE	25p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Ancillary School Services; *Child Care; College Curriculum; College Faculty; Community Colleges; Counseling; Facilities; *Geographic Location; *Scheduling; *School Location; Two Year College Students; Two Year Colleges; *Working Hours
IDENTIFIERS	*College of the Canyons CA

ABSTRACT

Reports on results of the fall 2002 Interim University Center Student Survey for the College of the Canyons. All students enrolled in the Interim University Center were surveyed. The survey was designed to assess the degree to which the center has increased people's opportunities to continue their education. In addition, the information will be used to identify areas in which improvement is needed. Of the 39 class sections surveyed, completed questionnaires were returned from 10 sections (130 valid surveys), which resulted in a class response rate of 26%. Twenty-four class sections returned the surveys uncompleted due to various reasons. More than 91% of respondents indicated that the center has enabled them to continue their education, and 81% felt that the overall quality of the program in which they were enrolled was strong. Respondents identified the barriers to higher education that they experienced prior to attending classes at the center, including (1) institutional location; (2) work schedule; (3) childcare; and (4) other. Thirty-four respondents indicated there was a need for more variety of course offerings and an increase in the number of courses offered in their respective programs, as well as more advanced publication of schedules to allow students time for planning. Research instrument appended. (NB)

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COLLEGE OF THE CANYONS

Santa Clarita Community College District
26455 Rockwell Canyon, Santa Clarita, CA 91355

Institutional Development and Technology

Interim University Center Student Survey – Fall 2002

Report # 129

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January 2003

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Interim University Center Student Survey
Fall 2002

Executive Summary

During the Fall 2002 semester, the Institutional Development and Technology (IDT) office, in cooperation with the Interim University Center Director, surveyed all students enrolled in courses currently being offered by the Interim University Center partners, which were held on-site at the Interim University Center. This information has two purposes. First, the survey was designed to assess the degree to which the Center has increased people's opportunities to continue their education. Second, the information will identify needed areas for improvement at the Center and / or within the individual programs.

Of the **39** class sections surveyed, completed questionnaires were received from **10** sections (130 valid surveys). This resulted in a class response rate of **26** percent. Twenty-four (24) class sections returned the surveys uncompleted due to various reasons, which included limited class time for survey completion, conflict with course schedules (i.e., some partners operate on a semester system and others operate on a quarter system), and type of course (i.e., on-line versus traditional).

Overall, student satisfaction with the Interim University Center and the program in which they were enrolled was high. **Ninety-one *percent*** of respondents "agreed" or "strongly agreed" that the Interim University Center has enabled them to continue their education. **Eighty-one *percent*** of respondents also indicated that they "agree" or "strongly agree" that the overall quality of the program they are enrolled in is strong.

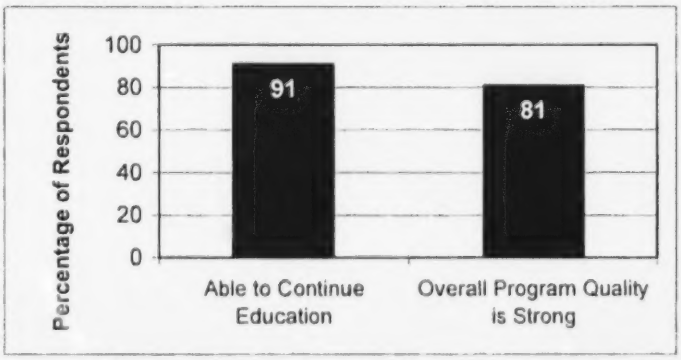

Figure 1: Percentage of Respondents Who "Agreed" or "Strongly Agreed" that the Interim University Center Has Enabled Them to Continue Their Education and that the Overall Quality of the Program in Which They are Enrolled is Strong

Respondents indicated the barriers to higher education that they experienced prior to attending classes at the Interim University Center. **Sixty-nine** of the 102 students responding to item 2a "agreed" or "strongly agreed" that the *"location"* of universities or colleges offering higher education degrees was a barrier to pursuing their education. **Sixty-seven** of the 100 students responding to item 2b "agreed" or "strongly agreed" that their *"work schedule"* was a barrier prior to the opening of the Center. **Twenty-six** of the 35 students responding to item 2d "agreed" or "strongly agreed" that "other" reasons have prohibited them from continuing their education prior to their enrollment in courses offered at the Interim University Center. Finally, **nineteen** of the 35 students responding to item 2c "agreed" or "strongly agreed" that "childcare" was a barrier prior to attending classes at the Interim University Center.

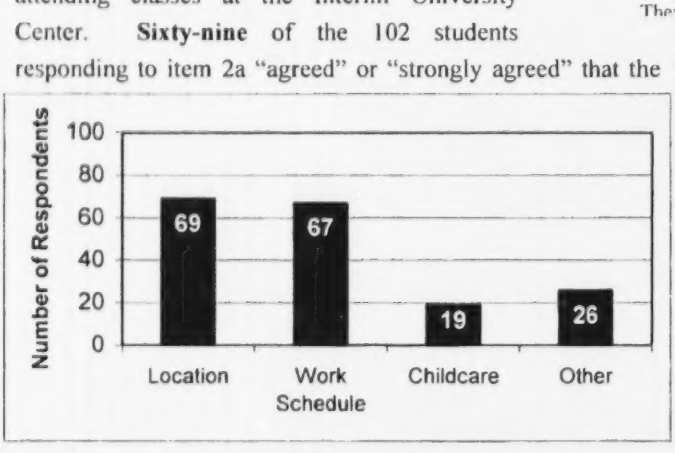

Figure 2: Number of Respondents Who "Agreed" or "Strongly Agreed" that *Location, Work Schedule, Childcare or Other reasons* Were Barriers to Pursuing Their Education Prior to Attending Classes at the Interim University Center.

Overall, respondents' comments showed enthusiasm and support for the Interim University Center and the program in which they were enrolled. The most frequent strength of the program, indicated by respondents, in which they were enrolled and / or the Center was the *location* of the Center **(72 respondents)**. Specifically, respondents expressed appreciation for the convenience, accessibility and cost-effectiveness of the Center. Students no longer have commute to the San Fernando Valley or Los Angeles to pursue their Bachelor's, Master's or doctorate degree, which saves them time and money. Another notable strength indicated by respondents was the quality of instructors for their respective programs **(28 respondents)**. **Twenty-seven** respondents indicated that the course offerings (variety and type), curriculum and structure of class activities were the greatest aspects of the program in which they were enrolled.

Suggestions for Improvement

Upon review of the survey results, the following suggestions indicated by respondents should be taken into consideration for the Interim University Center and the programs offered through the Center:

Course Schedule and Course Offerings. **Thirty-four** respondents expressed the need for more variety of course offerings and an increase in the number of courses offered in their respective programs. Comments also reflected the need for more advanced publication of course schedules to allow students time for better planning.

Organization / Coordinator / Program Staff & Counselors. **Twenty-five** respondents provided suggestions related to the need for more organization (within programs and at the Center), the need for a coordinator at the Center and more availability of program staff and counselors. Overall, respondents expressed a need for improved communication between program staff and counselors with the students. In addition, a couple of respondents suggested that a coordinator be on-site at the Center to provide information for all programs offered at the Center.

Facilities. **Twenty-two** respondents provided suggestions for improvement in the facilities, which included the need for cleaner classrooms, larger classrooms, temperature regulation, better lighting around the Center for safety, closer bathrooms, and the availability of water.

Other Suggestions. Several respondents expressed the need for a fee waiver on the parking pass for students who are taking short-term courses. Overall, these respondents stated that the parking fee does not seem feasible for students who are only on campus one day per week and / or taking short-term courses. Another suggestion noted by two respondents related to the complexity of the financial aid process. Specifically, these respondents indicated the need for more organization and more assistance navigating the financial aid process.

Please see Appendix C for more detailed comments regarding the suggestions respondents had for improving the Interim University Center or the program in which they were enrolled.

While the generalizability of the findings may be somewhat restricted, these survey results and suggestions by respondents will be useful to College of the Canyons, the Interim University Center and its partners for planning purposes such as expansion of course offerings, addition of on-site support staff and facilities improvement (e.g., larger classroom accommodations). In closing, the positive impact the Interim University Center has had on people's access to higher education is evidenced by the **91** ***percent*** of respondents who indicated that the Center has enabled them to continue their education.

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Acknowledgements

This project was made possible through the efforts of many dedicated people at College of the Canyons! Special thanks goes to:

- Dr. Diana Watkins, University Center Interim Director and Theresa Zuzevich, Interim University Center Administrative Assistant for assisting with the gathering of University Center partner information, and
- Kathleen Curtis, Institutional Development and Technology Administrative Assistant for assisting with survey collection, scanning and data entry.

Barry Gribbons and Daylene M. Meuschke

Introduction

During the Fall 2002 semester, the Institutional Development and Technology (IDT) office, in cooperation with the Interim University Center Director, surveyed all students enrolled in courses currently being offered by the Interim University Center partners, which were held on-site at the Interim University Center. This information has two purposes. First, the survey was designed to assess the degree to which the Center has increased people's opportunities to continue their education. Second, the information will identify needed areas for improvement at the Center and / or within the individual programs.

Methods

The Office of Institutional Development and Technology developed a questionnaire intended to assess the degree to which the Center has increased people's opportunities to continue their education and to gather information on how the Center or individual programs could be improved. The questionnaire contained both open- and closed-ended questions. Respondents were instructed to indicate the degree to which they agreed with the statements regarding the Interim University Center and the individual programs. Response alternatives were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree", and "Not Applicable". Closed-ended questions were as follows:

1. The program at the Interim University Center has enabled me to continue my education.
2. Prior to attending classes at the Interim University Center, I had problems taking classes due to:
   a. Location
   b. Work schedule
   c. Childcare
   d. Other
3. The overall quality of the program is strong.

Open-ended questions were incorporated to specifically gather information on the strengths of the Interim University Center or program in which respondents were enrolled and to gather suggestions for improvement of the Center or programs.

A list was compiled of all Interim University Center partners conducting classes at the Interim University Center during the Fall 2002 semester, including the enrollment for each course.

Of the **39** class sections surveyed, completed questionnaires were received from **10** sections (130 valid surveys). This resulted in a class response rate of **26** percent. Twenty-four (24) class sections returned the surveys uncompleted due to various reasons, which included limited class time for survey completion, conflict with course schedules (i.e., some partners operate on a semester system and others operate on a quarter system), and type of course (i.e., on-line versus traditional). Completed questionnaires were coded and tabulated using Remark, SPSS and Excel. Refer to Appendix A for a copy of the questionnaire and Appendix B for a listing of the summary counts and percentages of response frequencies.

Major Findings

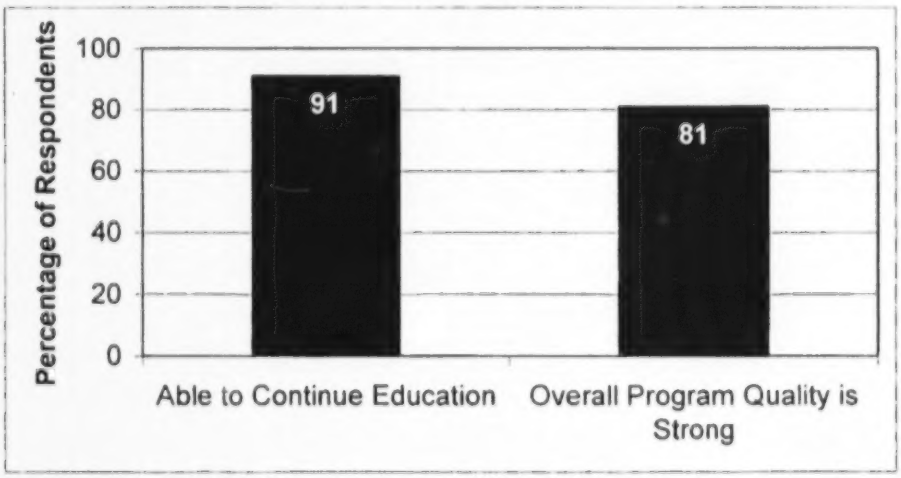
Interim University Center Programs: Benefit and Quality

Respondents were asked to indicate the degree to which they agreed with statements about the Interim University Center program in which they were enrolled. Figure 1 illustrates the percentage of respondents who indicated their level of agreement with the program statements to be "Agree" or "Strongly Agree" for questions 1 and 3, which stated:

Q1. The program at the Interim University Center has enabled me to continue my education.

Q3. The overall quality of the program is strong.

Figure 1: Percentage of Respondents Who "Agreed" or "Strongly Agreed" that the Interim University Center Has Enabled Them to Continue Their Education and that the Overall Quality of the Program in Which They are Enrolled is Strong.



As shown in Figure 1, **ninety-one** ***percent*** of respondents "agreed" or "strongly agreed" that the Interim University Center has enabled them to continue their education. **Eighty-one** ***percent*** of respondents also indicated that they "agree" or "strongly agree" that the overall quality of the program they are enrolled in is strong.

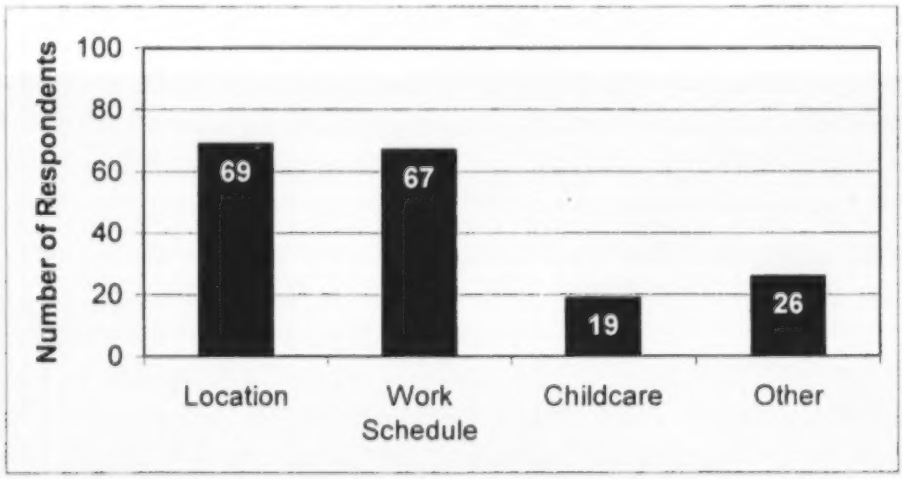
Barriers to Higher Education Prior to Attending the Interim University Center

Respondents were asked to indicate the degree to which they agreed with statements about the Interim University Center program in which they were enrolled. Figure 2 illustrates the number of respondents who indicated their level of agreement with the program statements to be "Agree" or "Strongly Agree" for question 2a through 2d, which stated:

Q2. Prior to attending classes at the Interim University Center, I had problems taking classes due to:

a. Location
b. Work schedule
c. Childcare
d. Other

Figure 2: Number of Respondents Who "Agreed" or "Strongly Agreed" that ***Location, Work Schedule, Childcare or Other reasons*** Were Barriers to Pursuing Their Education Prior to Attending Classes at the Interim University Center.



As shown in Figure 2, **sixty-nine** of the 102 students responding to item 2a "agreed" or "strongly agreed" that the *"location"* of universities or colleges offering higher education degrees was a barrier to pursuing their education. **Sixty-seven** of the 100 students responding to item 2b "agreed" or "strongly agreed" that their *"work schedule"* was a barrier prior to attending classes at the Center. **Twenty-six** of the 35 students responding to item 2d "agreed" or "strongly agreed" that "other" reasons have prohibited them from continuing their education prior to their enrollment in courses offered at the Interim University Center. Finally, **nineteen** of the 35 students responding to item 2c "agreed" or "strongly agreed" that "childcare" was a barrier prior to attending classes at the Interim University Center .

Open-ended Responses

Respondents were asked questions that allowed them to respond in a manner less structured than the close-ended questions. Their responses added a more complete understanding of the respondents' views of the program they were enrolled in at the Interim University Center and the Center itself.

Greatest Strengths: Interim University Center and Programs

Location

Respondents were asked to describe the greatest strength of the Interim University Center or program in which they were enrolled. **Seventy-two** respondents provided responses indicating the *location* of the Center to be the greatest strength. Among the responses noting location as the greatest strength, respondents expressed appreciation for the convenience, accessibility and cost-effectiveness of the Center. Students no longer have to commute to the San Fernando Valley or Los Angeles to pursue their Bachelor's, Master's or doctorate degree, which saves them both time and money. Comments by respondents, which demonstrate their satisfaction with the location of the Center, were as follows:

- "Very close to my work location. I work on Saturday and this works out very well. Enables me to complete two courses instead of just one."
- "The program is accessible to all...financially, time-wise, etc."
- "The location is the best aspect."
- "It allows the working adult to complete their education in a timely fashion without jeopardizing quality."
- "It provides so many opportunities to people who want to continue their education without leaving the Valley."

Instructors

Another strength noted by respondents is the *quality of instructors* in their respective programs **(28 respondents)**. Some responses reflecting satisfaction with the instructors include:

- "Excellent instructors teach both theory and practical applications."
- ...[T]he instructors are very knowledgeable!"
- "Teachers are very open to suggestions and are very informative."
- "The knowledge, experience, generosity, supportiveness, and commitment of the professors."

Course Offerings / Curriculum / Classroom Activities

Twenty-seven respondents indicated that the course offerings (variety and type), curriculum and structure of class activities were the greatest aspects of the program in which they were enrolled. Some comments provided by respondents include:

- "Strong...curriculum."
- "Good...curriculum."
- "Variety of activities for all grade levels helps prepare for [a] variety of areas in [the] classroom."
- "Real classroom activities that I can use in the future."
- "...[C]lass times."
- "Night and weekend classes. Quarter system."
- "...[C]lass day and time fit perfectly with my home life."
- "Short term classes...."

See Appendix C for more detailed comments regarding the greatest strengths of the program in which respondents were enrolled and / or the Interim University Center.

Suggestions for Improvement

Course Schedule and Course Offerings

Respondents were invited to describe any suggestions they had for improvement of the Interim University Center or the program in which they were enrolled. The most frequent comment made by respondents related to course schedules and course offerings. **Thirty-four** respondents expressed the need for more variety of course offerings and an increase in the number of courses offered in their respective programs. Comments also reflected the need for more advanced publication of course schedules to allow students time for better planning. Specific suggestions relating to course schedules and course offerings included:

- "[Need] more variety in classes; offer more classes each quarter; offer classes more than once each year; [offer] more online courses."
- "...More class selections would be superb."
- "Offering more classes. Having multiple semester class listings offered ahead of time so we can plan classes."
- "Have classes more available in succession so that [students] anticipated graduation dates don't have to be changed."
- "We need to have a planned schedule in the quarters ahead of time to be able to plan."
- "Keeping the students more informed about schedule of classes....."

Organization / Coordinator / Program Staff & Counselors

Twenty-five respondents provided suggestions related to the need for more organization (within programs and at the Center), the need for a coordinator at the Center and more availability of program staff and counselors. Overall, respondents expressed a need for improved communication between program staff and counselors with the students. In addition, a couple of respondents suggested that a coordinator be on-site at the Center to provide information for all programs offered at the Center. Suggestions for organizational improvement were provided for both the programs and the Center. Suggestions provided by respondents included:

- "Have someone on campus who is familiar with all the programs offered by the different schools."
- "Have someone who can talk about all programs offered at the Interim University Center."
- "I've been enrolled almost a year and have yet to meet with my counselor to make sure what classes I need to fulfill certain requirements."
- "Clarify requirements for preliminary professional and master's – everyone says something different – return emails."
- "Have heads visit one class to answer questions [that are] not part of [the] classroom."
- "Hard to get a hold of people."
- "We need to know more information about everything that deals with us. Every week someone has new information about classes needed that I never knew of."

Facilities

Twenty-two respondents provided suggestions for improvement in the facilities at the Center. Suggestions included the need for cleaner classrooms, larger classrooms, better temperature regulation, better lighting around the Center for safety, closer bathrooms, and the availability of water. Specific suggestions regarding improvement in the facilities included:

- "A cleaner room...."
- "Bathroom and water in buildings."
- "Water in building, improve snack bar."
- "Larger rooms."
- "...[T]he ability to control the AC."
- "I am quite uncomfortable at the Interim Center. Too dark and I don't feel safe. There aren't any campus escorts available...."
- "Escort to the parking lot for late hours. Better lighting in the parking lot."

Other Suggestions

Five respondents expressed the need for a fee waiver on the parking pass for students who are taking short-term courses. Overall, these respondents stated that the parking fee does not seem feasible for students who are only on campus one day per week and / or taking short-term courses. Another suggestion noted by respondents related to the complexity of the financial aid process. Specifically, **three** respondents indicated the need for more organization and more assistance navigating the financial aid process.

See Appendix C for more detailed comments regarding the suggestions respondents had for improving the Interim University Center or the program in which they were enrolled.

Conclusions

Overall, student satisfaction with the Interim University Center and the program in which they were enrolled was high. **Ninety-one *percent*** of respondents "agreed" or "strongly agreed" that the Interim University Center has enabled them to continue their education. **Eighty-one *percent*** of respondents also indicated that they "agree" or "strongly agree" that the overall quality of the program they are enrolled in is strong.

Respondents indicated the barriers to higher education that they experienced prior to attending classes at the Interim University Center. **Sixty-nine** of the 102 students responding to item 2a "agreed" or "strongly agreed" that the *"location"* of universities or colleges offering higher education degrees was a barrier to pursuing their education. **Sixty-seven** of the 100 students responding to item 2b "agreed" or "strongly agreed" that their *"work schedule"* was a barrier prior to attending classes at the Center. **Twenty-six** of the 35 students responding to item 2d "agreed" or "strongly agreed" that "other" reasons have prohibited them from continuing their education prior to their enrollment in courses offered at the Interim University Center. Finally, **nineteen** of the 35 students responding to item 2c "agreed" or "strongly agreed" that *"childcare"* was a barrier prior to attending classes at the Interim University Center.

Overall, respondents' comments showed enthusiasm and support for the Interim University Center and the program in which they were enrolled. The most frequent strength, noted by respondents, of the program in which they were enrolled and / or the Center was the *location* of the Center **(72 respondents)**. Specifically, respondents expressed appreciation for the convenience, accessibility and cost-effectiveness of the Center. Students no longer have to commute to the San Fernando Valley or Los Angeles to pursue their Bachelor's, Master's or doctorate degree, which saves them both time and money. Another notable strength indicated by respondents was the quality of instructors for their respective programs **(28 respondents)**. **Twenty-seven** respondents indicated that the course offerings (variety and type), curriculum and structure of class activities were the greatest aspects of the program in which they were enrolled.

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Other Suggestions. Several respondents expressed the need for a fee waiver on the parking pass for students who are taking short-term courses. Overall, these respondents stated that the parking fee does not seem feasible for students who are only on campus one day per week and / or taking short-term courses. Another suggestions noted by two respondents related to the complexity of the financial aid process. Specifically, these respondents indicated the need for more organization and more assistance navigating the financial aid process.

Please see Appendix C for more detailed comments regarding the suggestions respondents had for improving the Interim University Center or the program in which they were enrolled.

While the generalizability of the findings may be somewhat restricted, these survey results and suggestions by respondents will be useful to College of the Canyons, the Interim University Center and its partners for planning purposes such as expansion of course offerings, addition of on-site support staff and facilities improvement (e.g., larger classroom accommodations). In closing, the positive impact the Interim University Center has had on people's access to higher education is evidenced by the **91** ***percent*** of respondents who indicated that the Center has enabled them to continue their education.

Appendix A: Survey Instrument

Interim University Center Survey

This survey is being sent to students who attend classes at the Interim University Center to assess the degree to which the Center has increased people's opportunities to continue their education and gather information on how the Center or individual programs could be improved. To accomplish this, we need your assistance in completing this survey. Please return it in the enclosed envelope to the Office of Institutional Development and Technology by **November 1st**. Your participation is voluntary. Choosing not to complete the survey will not result in a loss of benefits or services offered through your program. Every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please indicate the degree to which you agree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. **The program at the Interim University Center has enabled me to continue my education.**	O	O	O	O	O	O
2. **Prior to attending classes at the Interim University Center, I had problems taking classes due to:**						
a. **Location**	O	O	O	O	O	O
b. **Work Schedule**	O	O	O	O	O	O
c. **Childcare**	O	O	O	O	O	O
d. **Other**	O	O	O	O	O	O
3. **The overall quality of the program is strong.**	O	O	O	O	O	O

4. Please describe the greatest strength of the Interim University Center or program in which you are enrolled:

_____

_____

5. Please describe any suggestions for improving the Interim University Center or program:

_____

_____

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

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Appendix B: Response Frequencies - Summary of Counts

Interim University Center Survey

This survey is being sent to students who attend classes at the Interim University Center to assess the degree to which the Center has increased people's opportunities to continue their education and gather information on how the Center or individual programs could be improved. To accomplish this, we need your assistance in completing this survey. Please return it in the enclosed envelope to the Office of Institutional Development and Technology by **November 1st**. Your participation is voluntary. Choosing not to complete the survey will not result in a loss of benefits or services offered through your program. Every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please indicate the degree to which you agree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. The program at the Interim University Center has enabled me to continue my education.	7	0	5	28	87	1
2. Prior to attending classes at the Interim University Center, I had problems taking classes due to:						
a. Location	13	8	12	22	47	17
b. Work Schedule	8	6	19	22	45	15
c. Childcare	13	3	10	6	13	56
d. Other	1	2	6	8	18	39
3. The overall quality of the program is strong.	5	5	13	47	50	4

4. Please describe the greatest strength of the Interim University Center or program in which you are enrolled:

See Appendix C.

5. Please describe any suggestions for improving the Interim University Center or program:

See Appendix C.

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

Appendix B: Response Frequencies - Summary of Percentages

Interim University Center Survey

This survey is being sent to students who attend classes at the Interim University Center to assess the degree to which the Center has increased people's opportunities to continue their education and gather information on how the Center or individual programs could be improved. To accomplish this, we need your assistance in completing this survey. Please return it in the enclosed envelope to the Office of Institutional Development and Technology by **November 1st**. Your participation is voluntary. Choosing not to complete the survey will not result in a loss of benefits or services offered through your program. Every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please indicate the degree to which you agree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. The program at the Interim University Center has enabled me to continue my education.	6%	0%	4%	22%	68%	1%
2. Prior to attending classes at the Interim University Center, I had problems taking classes due to:						
a. Location	11%	7%	10%	19%	40%	14%
b. Work Schedule	7%	5%	17%	19%	39%	13%
c. Childcare	13%	3%	10%	6%	13%	55%
d. Other	1%	3%	8%	11%	24%	53%
3. The overall quality of the program is strong.	4%	4%	11%	38%	40%	3%

4. Please describe the greatest strength of the Interim University Center or program in which you are enrolled:

See Appendix C.

5. Please describe any suggestions for improving the Interim University Center or program:

See Appendix C.

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

Appendix C: Text of Open-ended Questions

Svy #	Q4: Describe the greatest strength to the Interim University Center or program in which you are enrolled:	Q5: Describe any suggestions for improving the Interim University Center or program:
141	Convenience of location and parking.	A cleaner room; have the ed advisor's visit at least 1x per term
142	Excellent instructors teach both theory and practical applications.	Have someone on campus who is familiar with all the programs offered by the different schools.
143	Location & partnership with COC to fulfill some of the requirements; also Saturday classes.	I've been enrolled for almost a year & have yet to meet with my counselor to make sure what classes I need to fulfill certain requirements. I do have an apt this week if it doesn't get cancelled.
144		There needs to be a parking pass for University students. The classes are short term & it doesn't make financial sense to buy a COC pass.
145	The flexibility of many classes offered to make sure at least one fits in my schedule.	
146	District location	None
147	Earn my BA degree	
148	Very close to my work location. I work on Saturday & this works out very well. Enables me to complete 2 courses instead of just one.	I didn't know that I had to pay for parking. Maybe another parking pass.
149	Centrally located for students in the San Fernando Valley.	
678	Great because it's close to home.	Program needs to evaluate were *sic* students are in the program. Some students are having problems with class availability.
680	Class times locations	More variety in classes; offer more classes each quarter; offer classes more than once each year; more online courses.
681	The location. That's it! There is an *sic* lack of student support variation in class schedules class availability & professionalism.	See above.
710	The classes work around my work schedule.	Offer more classes.
711	The greatest strength of the program is the convenience of the program.	The organization is horrible. More class selections would be superb.
712	Online courses are great.	Enough with homework & extra projects.
982	Fast & quick.	More notification on class & schedule.
958	The cohort system.	
971	Enabled me to continue my education & set my degree.	Have class schedules ready earlier.
967		Offering more classes. Having multiple semester class listings offered ahead of time so we can plan classes.
966	The instructors are great they listen well.	Return phone calls in a promptly *sic* manner & financial aid system sucks! Needs to be improved.

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996	I love all of the professors. I also really enjoy the fact that the classes rotate; i.e. we have math one week but then we won't have it for another two weeks.	Let us know our scheduled classes sooner. Make CLAD classes transferable from CSUN. Have the admissions staff be more organized!!
993	The fact that the program is accelerated and the instructors are very knowledgeable!	
990	This program is accessible to all; financially time-wise etc.	Very poorly organized lots of confusion some classes *name* were awful. Some classes great others a waste.
991	Location! *Name* has been a great part; also *name* & *name are great too.	
997	The instructors know their subjects well and are familiar with standardized tests. This helps us to prepare for our own students.	Not sure.
987	It moves quickly.	We need to have a planned schedule in the quarters ahead of time to be able to plan.
992	Works well with working people.	Making the classes in consecutive weeks instead of jumping around.
962	Great school districts.	More effective use of class time - I paid a lot of $$ to take teacher edu classes & I didn't appreciate when professors are not prepared or let class out extremely early. Please PLEASE have class schedule out earlier.
961	Evenings weekends close to home.	
994	Professors still work out in the field so still current knowledge and info.	Clarify requirements for preliminary professional and masters - everyone says something different - return emails.
320	The small class size and location.	
318	Convenience independent study systems small class size.	Bathrooms & water in buildings
319	Convenience location small class size.	Water in building improve snack bar.
322	The location & class times.	Better organization by the administrator.
321	It is close to my home & work. It also works with my hours at work.	Offer more classes expand the program.
714		
915	Teachers	Classes begin at 6:00 pm instead of 5:00 pm. Hard to leave work more classes offered.
716	The accessibility to SCV residents. Also the fact that you take what you need and are kept on task.	
717	The location is the best aspect.	To bring in more schools and offer different degrees.
173	It is located near my home glad to miss out on the drive to CSUN.	Promote the e program more to the students at CSUN and increase the class sizes.
174	Proximity of Educational excellence	Look into a Pepperdine University Doctorate program and MBA program here.
161	Convenience - no commute.	
171	Staff location campus offerings.	Private study room if one was to arrive early.

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180	Instructors are so terrific. They are supportive and enthusiastic for us to do well. Program I am in is exactly what I was exploring but delayed it because of my workload vs the commuting time. I lucked out.	A place to eat in the evening after 6:30pm before next class. Better lighting from the T building to the Univ Cntr. Too dark/feel unsafe.
184	Professor's from CSUN Edu Admin Program are exceptional and we have learned very much from them about Admin leadership. Very happy with instructors. Excellent professor.	
995	Great location. Wonderful to work with people who will be teaching in the SCV.	Bathrooms closer to class rooms. Schedules of classes earlier so we can plan.
981	Knowledge & experiences of teachers/instructors.	Better classrooms every week.
964	Real classroom activities that I can use in the future.	
969	EDEL 413 is a great class	More organization in the behind-the-scenes stuff.
983	The prof are well qualified.	There are many difficulties with giving information to the right people at the proper time.
965		More organization. Include CLAD classes in Phase 1. Get students master teachers ASAP. Return phone calls.
959	Variety of activities for all grade levels help prepare for variety of areas in classroom.	Have heads visit one class to answer questions not part of class room.
960	Quality of faculty.	Please settle & post the schedule as soon as possible--sooner would be very helpful.
968	Schedule & location.	
963	Flexibility in scheduling classes.	Having schedule more than one quarter in advance.
985	Teachers are all very open to suggestions and are very informative.	Regional programs need to return phone calls and be more organized.
984	Short classes - only 9 months.	Could be explained more prior to classes. Hard to get a hold of people.
989	The instructors had a lot of great ideas.	We need to know more information about everything that deals with us. Every week someone has new information about classes needed that I never knew of.
988	Good intro to all methods classes. Teachers with lots of experience in the classroom is a plus.	
986	Being able to finish course work in 9 months.	Better organization. Students don't know when classes for next semester meet and what the requirements for graduation are.
182	Location is fabulous. I even enjoy the hike across campus. Strong teachers & curriculum. Great that both classes in MA program are on 1 night. Small class is great. Thank you.	So many articles & not enough organization of subjects title.
1150	Night classes. It means I can hold down a full time job and still pursue a degree.	I wish the classes started at 6 or 7 instead of 5.

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1151	
1152	The instructors' knowledge and organization make it very easy to stay on top of.
1153	
1154	I like that the classes are in the evenings. It makes it easier for me to work during the day. I also like that it is close to my home & work.
1155	The classes are at night. I like the teachers I have had.
1156	Night & weekend classes. Quarter system.
1157	Being able to complete degree after work close to home.
118	Location
119	Location
120	I am actually going for just to finish my MBA-only 3 classes left and 2 are here. I am probably not the best example.
121	Location in relation to my home.
123	Location.
130	Location - great to go to school [University level] in Santa Clarita.
131	It allows for the working adult to complete their education in a timely fashion without jeopardizing quality.
133	Interim Univ Center has offered a safe learning environment.
134	The local classes have enabled me to begin attending college again because it is so close to home and the class day & time fit perfectly with my home life.
135	I really enjoy the teacher. She makes the class interesting and fun.
136	It is only once a week which works great with my crazy schedule. The teacher is awesome.
439	The knowledge experience generosity supportiveness sand commitment of the professors.
440	Allows me to continue my edu close to home. I otherwise would have to endure financial hardship in order to attend school far away.

CSUB needs to offer more classes per quarter or we should be able to register at Antelope Valley at the same time rather than find out the class you need is already closed at AV. Example: Eng 319 not offered at COC and was already closed at AV on 11/14.
Have classes more available in succession so that anticipated grad dates don't have to be changed.
Not enough classes offered next.
I liked it when we were to register online a little better. I think it is a little difficult to get a hold of someone in the office at times also.
Sometimes they are hard to get a hold of in the office. I don't like how we can't register on-line anymore.
We are forced to take our concentration in communications since those are the only courses offered. I'm interested in psychology or humanities.
More classes.
Free parking
Let students know what is available on the COC campus as far as services etc. so that we may be more successful.
Advisors [need to be] more accessible.
Keeping the students more informed about schedule of classes and requirement to complete program.
My only suggestion is having the door unlocked with I get here for the class.
It would be nice to know more about our schedule for the next 2 years with ULV.
Better physical plant; more professors to accommodate more students.

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441	Location and times.	Larger rooms
442	The blended program that is offered in the field [that] I am interested in and being so close to home & work is the greatest strength.	
443	I love the hours of the program & the class dates. It's very flexible.	Offer More classes. Not only 5 per quarter.
444	Location and times of classes-convenience.	
445	I am able to go to school and still work! They offer times that work with my schedule.	'More classes. More room.
466	Opportunity & convenience.	
447	They offer evening classes. The program [teaching credential] is accelerated. Small classes good teachers.	Larger classrooms- better temperature control in the classrooms.
448	The instructor [name] is the greatest strength so far.	
449	The CSUB program allows me to pursue a teaching career while working with experts in the area.	Bathrooms closer to the classroom and the ability to control the AC.
450	The strength of this program is it is close to where I live. This is essential as well as a program offered in a safe place since it is at night.	Bathrooms close to the classroom
451	The program tries to help you anyway they can. The staff is very flexible.	If possible offer more classes.
452	Schedule of classes. The program is fun - lots of things to learn. Perfect hours.	More choices on classes [courses]. Fix AC.
323	Easy access.	I would like an advisor who had a little time and patience to answer my questions.
326	The instructors.	Be aware of what class your students need to graduate and offer them. Post schedule sooner.
324	I am able to get my degree in a reasonable amount of time.	The classes are becoming impacted so more classes are needed so everyone can get in.
327	This program really works along side of students to meet the needs of both the student and degree guidelines.	It would be more helpful to offer classes more frequently and have a bigger choice of degree & credential programs.
186	Closer to my house-classes are on Saturdays. Classes meet once a month.	
187	It provides so many opportunities to people who want to continue with their education without leaving the valley.	Build the new building ASAP!
188	Convenience.	Keep on-site format.
189	Location	Keep services [food/pc/etc] open later.
190	The proximity to my home and work.	
191		
192	Convenient location. Wish it was easier to get from LA to COC especially Friday nights.	Difficult for drivers to find building. ?__?Transit will only pickup in Rockwell Cyn Rod- awfully far to go and wait at 9:30pm.
193	The collaboration of the students & faculty - great harmony.	I love it here.
196	Flexible scheduling	Not able to comment yet-new student.

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197	Location-access to education.	Better chairs! In classrooms-really hard to sit through 6 hours of class.
104	Multiple locations	1st session with ULV-not sure yet.
105		Have someone who can talk about all programs offered at the Interim Univ Center
106		Student Aid/Financial Aid is extremely confusing and had to fill out/square away.
107	Convenience.	Escort to the parking lot for late hours. Brighter lighting in parking lot.
108	Short term classes. After work classes.	
109	Provides a true classroom setting ; more likely to focus on the instructor.	The classroom is too cold.
110	It is located where I can stay at home & keep my good job-yet earn my degree.	
111	Close to home offers degree I need.	
112		There needs to be parking passes for the university students that come only once a week.
113	The teachers	
114	I am enrolled in the ULV program and enjoy their program very much.	I am quite uncomfortable at Interim Center. Too dark and I don't feel safe. There aren't any campus escorts available and if I take the soda machines being repeatedly vandalized as a sign there really isn't a reason for me to feel safe.
115		More classes.
156	Good teaching and curriculum	
158	Professional/Business oriented!	Financial Aid is extremely confusing! Help!
160	Location	Too cold in our room.
152	Teachers & location	Offer more University classes.

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